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ABSTRACT

The study was conducted to identify characteristics of students currently pursuing programs of correspondence instruction and to locate populations within North Carolina not presently being served in this way. Data from the application forms of 841 persons currently enrolled in correspondence study instruction at the University of North Carolina (UNC) at Chapel Hill were used to determine: age group, county of residence, occupational group, and educational level. Comparison with data from the 1970 Census figures indicated that the following groups were under-represented in correspondence instruction in North Carolina: (1) those aged 10 to 19, and those aged 40 and over, (2) craftsmen, foremen and kindred workers, and persons employed as operatives, except transport, and (3) persons with only a high school diploma or less education. Recommendations included: (1) better utilization of UNC's member institutions, (2) improved dissemination of information about correspondence instruction, (3) broader investigation of all State correspondence instruction programs, and (4) a needs assessment to determine program needs. (MW)

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AN ANALYSIS OF SELECTED DEMOGRAPHIC FACTORS OF ACTIVE CORRESPONDENCE STUDY STUDENTS ENROLLED WITH THE DEPARTMENT OF CORRESPONDENCE INSTRUCTION AT UNC-CHAPEL HILL AS COMPARED TO THE POPULATION OF NORTH CAROLINA

by

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Boone, North Carolina

April 1974

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

APRIL 1974

ABSTRACT

TITLE: An Analysis of Selected Demographic Factors of Active Correspondence Study Students Enrolled With the Department of Correspondence Instruction at UNC-Chapel Hill as Compared to the Population of North Carolina

AUTHOR: Willard M. Deal, Jr., Assistant to the Dean for Summer Sessions, College of Continuing Education, Appalachian State University, Boone, North Carolina

A study was conducted to examine selected demographic factors of students currently pursuing programs of correspondence instruction through the Department of Correspondence Instruction, University of North Carolina at Chapel Hill. Data collected was compared to the 1970 General Social and Economic Characteristics of North Carolina as compiled by the Bureau of the Census, United States Department of Commerce to locate populations within North Carolina not presently being served by correspondence instruction.

In this study, 841 correspondence instruction students were observed to determine: 1) age group; 2) county of residence; 3) occupational group; and 4) educational level.

After comparing the data collected to the Census data, it was determined that the following groups were under-represented in correspondence instruction in North Carolina. 1) Persons between the ages of 10 and 19, and persons 40 years of age and older. 2) Persons employed as craftsmen, foremen and kindred workers, and persons employed as operatives, except transport. 3) Persons with a high school diploma only or less education.

From the results obtained in this study, it was recommended that: 1) the resources of the member institutions of the University of North Carolina be utilized to better serve the needs of the citizens of North Carolina; 2) a greater effort be made to disseminate information about correspondence instruction to outlying populations of the state; 3) further investigations be made to include all correspondence instruction programs conducted in the state; and 4) that a needs assessment be conducted to determine the programs that are needed to better serve the residents of North Carolina through correspondence instruction.

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AN ANALYSIS OF SELECTED DEMOGRAPHIC FACTORS OF ACTIVE CORRESPONDENCE STUDY STUDENTS ENROLLED WITH THE DEPARTMENT OF CORRESPONDENCE INSTRUCTION AT UNC-CHAPEL HILL AS COMPARED TO THE POPULATION OF NORTH CAROLINA

I. INTRODUCTION

This research study was designed to provide management information for decision makers within the University of North Carolina as to the populations in the State of North Carolina that are not being served by correspondence instruction. During this study, 841 persons currently enrolled in correspondence study instruction at the University of North Carolina at Chapel Hill were investigated to determine age group, county of residence, occupational group, and educational level. The data obtained was compared to the total population of the State of North Carolina to locate groups that are not served by correspondence instruction at this time.

II. BACKGROUND AND SIGNIFICANCE

Education through correspondence instruction has been possible since 1913 from the Department of Correspondence Instruction at the University of North Carolina at Chapel Hill. During these years, other State institutions of post-secondary education in North Carolina have

offered similar programs, one of which continues to thrive to this date. There has been little or no coordination of programs within the State system of public post-secondary education.

In the fall of 1973, Appalachian State University entered into a cooperative arrangement with the University of North Carolina at Chapel Hill to cosponsor correspondence instruction programs. This venture is seen as a model for possible future cooperation and consolidation in this area by the member institutions of the University of North Carolina System.*

At present, the ASU/UNC-CH Correspondence Liaison has no demographic profile of currently enrolled students. Nor is there any data that reflects the relationship between this Correspondence Student Population and the total population of the State of North Carolina. According to Ms. Lea Mitchell, Associate Director of the Department of Correspondence Instruction, UNC-Chapel Hill, such data would be useful in developing future correspondence instruction programs for the ASU/UNC-CH Correspondence Liaison. Mr. Richard Parrott, Assistant to the Dean for

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* The University of North Carolina System was established by the Legislature of North Carolina to become effective July 1, 1972. The University of North Carolina consists of: Appalachian State University; East Carolina University; Elizabeth City State University; Fayetteville State University; North Carolina Agricultural and Technical State University; North Carolina Central University; North Carolina School of the Arts; North Carolina State University; Pembroke State University; University of North Carolina at Asheville; University of North Carolina at Chapel Hill; University of North Carolina at Charlotte; University of North Carolina at Greensboro; University of North Carolina at Wilmington; Western Carolina University; and Winston-Salem State University.

Correspondence and Non-Traditional Programs, College of Continuing Education, Appalachian State University, sees such data as valuable in the evaluation of this Liaison and useful in the future development of correspondence instruction programs to meet the needs of North Carolina residents through an expanded liaison with other State institutions of post-secondary education. Mr. Charles Milner, Director of Extension, UNC-Chapel Hill, views the collection of demographic data on currently enrolled correspondence instruction students as one tool in the evaluation of the present programs and the outreach of such programs. Dr. J. W. Jackson, Dean of the College of Continuing Education, Appalachian State University, further endorses the need for demographic data collection as an opportunity to provide additional management information for decision makers in their plannings to extend correspondence instruction programs to persons that have been neglected in the past.

Correspondence instruction serves a vital role in providing educational opportunities. Bern stated that three factors are necessary to truly meet the needs of the modern student of the 21st Century; summer sessions, easing of on-campus residence requirements and correspondence instruction (1970). Willingham points to proximity of education as an important factor in providing educational services to a large portion of society (1970). Since correspondence instruction is available to all as close as the post office or mail box, one factor in assuring free access to higher education is met.

The National Home Study Council lists several groups that are best served by correspondence instruction. They include: 1) persons from remote regions not served by institutions of post-secondary education; 2) high school students wanting to explore their interests and aptitudes or strengthen their background; and 3) retired persons seeking vocational interests and personal enrichment (1961).

According to MacKenzie, et. al., a major problem facing institutions conducting correspondence instruction programs is defining the characteristics of the student population (1968). Of the few studies of this nature that are recorded, the work done by Rossi and Johnstone for the National Opinion Research Center is the most well recognized. In a sample of approximately twelve thousand households across the United States, Rossi and Johnstone described the average correspondence instruction student as male, having an educational level of 12.2 years, although persons of low and high educational levels used correspondence instruction more than persons of middle educational levels. This average student was generally employed as a craftsman or foreman, and coming from a small community (1971).

MacKenzie, et. al., noted that such data as analyzed by Rossi and Johnstone is valuable, but added that each institution must observe its own population to locate specific characteristics of its own service region (1968).

Parten identified United States Government Census data as indispensable to a surveyor of populations (1966). Bureau of the Census

data is available for comparative purposes, categorized in many sub-populations within each state (1972). Such data is most useful in a study of the type described in this report.

In closing, Hilmar, in discussing general population research, stated that it is necessary that the "World draw upon yesterday to lay a more rational groundwork today for a more promising future tomorrow" (1970).

III. ASSUMPTIONS

For the purpose of this study, it was assumed that:

1) The data recorded on the application filed at the beginning of a program of correspondence instruction by individual participants was correct and the best data available for analysis.

2) A 5 percent or greater variance between sub-populations within any level investigated showed evidence of over- or under-representation of that sub-population.

IV. PROCEDURES

In gathering information for this study, 841 residents of the State of North Carolina that were actively involved in one or more programs of study through the Department of Correspondence Instruction at UNC-Chapel Hill were investigated. Data was gathered from the application form submitted by each student at the beginning of the correspondence instruction program. The demographic factors of concern were: 1) age

group; 2) county of residence; 3) occupation; and 4) educational level. The information obtained was compared to the data from the 1970 Census of Population for North Carolina reported by the United States Department of Commerce, Bureau of the Census.

AGE

Data as to the chronological age of the persons currently pursuing programs of correspondence instruction was obtained from individual application forms and tabulated by hand into one of six categories; age 10-19, 20-29, 30-39, 40-49, 50-59, and 60 and above. An individual's age was determined as of March 31, 1974. For example, a person born March 31, 1924, was determined to be 50 years of age; a person born on April 1, 1924, was determined to be 49 years of age. These age groups were utilized so as to correspond with data available in the 1970 General Social and Economic Characteristics for North Carolina as reported by The Bureau of the Census, U. S. Department of Commerce. This data was tabulated into female participants, male participants and total participants.

Comparative data for the total population of the State of North Carolina was obtained from Table 48, 1970 General Social and Economic Characteristics for North Carolina, and listed according to female, male, and total persons within each age group.

For comparative purposes, totals within each age category were compared to the population totals, and a percentage obtained. The

percentages for the correspondence instruction population and the total population of North Carolina within each age group were compared to locate age groups not being served by present correspondence instruction programs.

COUNTY OF RESIDENCE

The county of residence of each person currently pursuing a program of correspondence instruction was determined from the application form filed by that person at the start of the study program. Where this county was not listed, the individual was not included in this section of the investigation. The county of residence was tabulated by hand and serves as a visual description of the geographic coverage of correspondence instruction programs within the State of North Carolina. Data was not compared to the total population of North Carolina in this section.

The proximity of North Carolina residents to UNC-Chapel Hill, Orange County, North Carolina, was not considered since correspondence instruction is available to all residents of North Carolina through the U. S. Mail.

OCCUPATION

Data as to the occupation of the persons currently pursuing programs of correspondence instruction was obtained from individual application forms and tabulated into one of twelve categories: 1) Professional, Technical and Kindred Workers; 2) Managers and Administrators

[except farm]; 3) Sales Workers; 4) Clerical and Kindred Workers; 5) Craftsmen, Foremen, and Kindred Workers; 6) Operatives [except transport]; 7) Transport Equipment Operators; 8) Laborers [except farm]; 9) Farmers and Farm Managers, Farm Laborers and Farm Foremen; 10) Service Workers [except private household]; 11) Private Household Workers; and 12) Other-students, homemakers, etc. These occupation groups were utilized so as to correspond with data available in the 1970 General Social and Economic Characteristics for North Carolina as reported by the Bureau of the Census, U. S. Department of Commerce. For the purpose of this section of the investigation only, persons not listing an occupation were disregarded. This data was tabulated into female participants, male participants and total participants.

Comparative data for the total population of the State of North Carolina was obtained from Table 122, 1970 General Social and Economic Characteristics for North Carolina and listed according to female, male, and total persons within each occupational category.

For analysis, totals within each occupational category were compared to the population totals for correspondence instruction or the State of North Carolina, and a percentage obtained. These percentages were compared to locate occupational groups within North Carolina that are not served by current correspondence instruction programs.

EDUCATIONAL LEVEL

Data as to the educational level of current correspondence instruction students was obtained from application forms and was tabulated

by hand into one of four categories: 1) no high school diploma; 2) high school diploma; 3) some college; and 4) college graduate. These categories were utilized to correspond with data available in the 1970 General Social and Economic Characteristics of North Carolina as reported by the Bureau of the Census, U. S. Department of Commerce. This data was tabulated into female participants, male participants and total participants. For the purpose of this section of this study, only correspondence instruction participants 25 years of age and older were analyzed, to correspond with available census data.

Comparative data for the total population of the State of North Carolina was obtained from Table 120, 1970 General Social and Economic Characteristics for North Carolina, and listed according to female, male, and total persons within each educational level.

For analysis, totals within each educational level were compared to the population totals for correspondence study or the State of North Carolina, and percentages obtained. These percentages were compared to locate educational levels within North Carolina that are not served by current correspondence instruction programs.

V. RESULTS

An investigation was conducted to locate the populations within the State of North Carolina that were not being served by correspondence instruction. During this study, selected demographic factors of 841 persons currently involved in correspondence instruction through

the Department of Correspondence Instruction, UNC-Chapel Hill, were investigated. The results of this study are discussed below.

AGE

The ages of correspondence instruction students ranged from 16 years to 68 years old. Age distribution within the six age groups established for this study revealed that of the 841 persons categorized, only two age groups had more than 50 members. The 20-29 age group was by far the largest, with 619 persons. The 30-39 age group had 118 members.

Table I depicts the sub-populations within each age group. The figures reported for the State of North Carolina show a decline from the low age groups through the 50-59 age group, with the exception of age group 40-49. The corresponding age groups for the Correspondence Student Population (10-19 through 50-59) reveals no set pattern.

Figure 1 represents the percentages that the totals for each sub-population were of the total population for North Carolina or Correspondence Students. Based on the assumption that a variance in sub-populations within each age group of 5% or more depicts over- or under-representation, only in the age group 30-39 is there any equality in representation of populations. The age groups 10-19, 40-49, 50-59, and 60 and over are under-represented in the Correspondence Student Population where compared to the total population of North Carolina. The age group 20-29 is greatly over-represented in comparison.

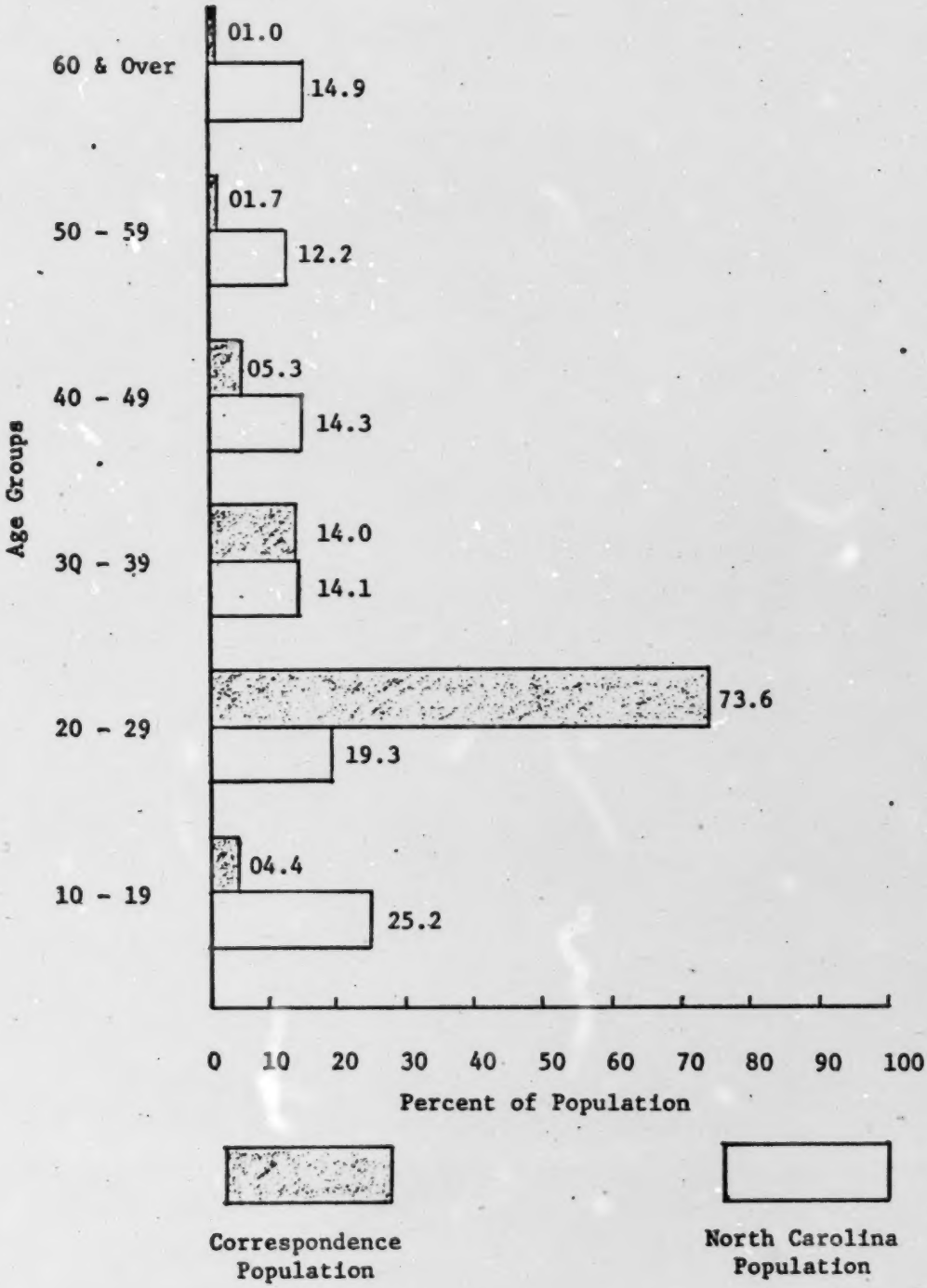
TABLE I

POPULATION DISTRIBUTION BY AGE

Age Group	Population of North Carolina			Correspondence Student Population		
	Female	Male	Total	Female	Male	Total
10 - 19	509,214	538,395	1,047,609	23	14	37
20 - 29	396,217	404,625	800,842	354	265	619
30 - 39	302,987	283,568	586,555	48	70	118
40 - 49	310,012	287,216	597,228	6	39	45
50 - 50	264,378	238,375	502,753	3	11	14
60 & Above	354,067	260,690	614,757	5	3	8
Totals	2,136,875	2,012,869	4,149,744	439	402	841

FIGURE 1

PERCENTAGE OF POPULATION DISTRIBUTION BY AGE



COUNTY OF RESIDENCE

The place of residence, as categorized by county, depicts the coverage of correspondence instruction programs in North Carolina. Table II lists each of the 100 counties, along with the number of persons residing within that county that were included in this population study. Figure 2 also shows this population as described by county of residence and portrays a wide coverage of North Carolina by correspondence programs.

Of the 100 counties within North Carolina, 19 were not represented. Of these 19 unrepresented counties, 10 were in the western section, 3 in the central, and 6 in the eastern section. The area with highest representation was the northern piedmont (central) region. This area included the counties of Durham (66 persons), Forsyth (36 persons), Guilford (36 persons), Orange (146 persons), and Wake (72 persons). The only other counties with a sizable representation (20 or more persons) were Mecklenberg (45 persons) and New Hanover (22 persons).

It was noted that of the 19 counties without representation within the Correspondence Student Population, 16 had common borders with another state or the Atlantic Ocean. They include Alleghany, Caswell, Gates, Hertford and Stokes, bordering Virginia; Ashe, bordering both Virginia and Tennessee; Graham, Mitchell, Swain and Yancey, bordering Tennessee; Cherokee County, bordering both Tennessee and South Carolina; Clay and Polk, bordering South Carolina; Camden County, bordering both Virginia and the Atlantic; and Perquimans and Tyrrell Counties, bordering the Atlantic Ocean. Of the remaining unrepresented counties, Alexander

TABLE II

CORRESPONDENCE STUDENT POPULATION
DISTRIBUTION BY COUNTY OF RESIDENCE

County	Study Pop.	County	Study Pop.
Alamance	14	Cherokee	--
Alexander	--	Chowan	1
Alleghany	1	Clay	--
Anson	2	Cleveland	4
Ashe	--	Columbus	5
Avery	3	Craven	5
Beaufort	5	Cumberland	14
Bertie	2	Currituck	2
Bladen	2	Dare	2
Brunswick	4	Davidson	7
Buncombe	12	Davie	3
Burke	6	Duplin	6
Cabarrus	6	Durham	66
Caldwell	2	Edgecombe	2
Camden	--	Forsyth	36
Carteret	3	Franklin	7
Caswell	--	Gaston	15
Catawba	7	Gates	--
Chatham	13	Graham	--

CORRESPONDENCE STUDENT POPULATION
DISTRIBUTION BY COUNTY OF RESIDENCE
(CONTINUED)

County	Study Pop.	County	Study Pop.
Granville	6	Madison	2
Greene	2	Martin	1
Guilford	36	Mecklenberg	45
Halifax	7	Mitchell	--
Harnett	2	Montgomery	--
Haywood	2	Moore	7
Henderson	1	Nash	8
Hertford	—	New Hanover	22
Hoke	1	Northampton	2
Hyde	1	Onslow	19
Iredall	4	Orange	146
Jackson	1	Pamlico	1
Johnston	3	Pasquotank	3
Jones	--	Pender	2
Lee	7	Perquimans	--
Lenoir	5	Person	4
Lincoln	1	Pitt	9
McDowell	3	Polk	--
Macon	1	Randolph	7

CORRESPONDENCE STUDENT POPULATION
DISTRIBUTION BY COUNTY OF RESIDENCE
(CONTINUED)

County	Study Pop.	County	Study Pop.
Richmond	3	Tyrrell	--
Robeson	5	Union	3
Rockingham	13	Vance	4
Rowan	10	Wake	72
Rutherford	2	Warren	1
Sampson	4	Washington	2
Scotland	5	Watauga	2
Stanly	6	Wayne	10
Stokes	—	Wilkes	4
Surry	2	Wilson	3
Swain	—	Yadkin	1
Transylvania	5	Yancey	--

FIGURE 2

DISTRIBUTION OF POPULATION BY COUNTY OF RESIDENCE

is located in the west central portion of the state, Jones is located near the coast in the east and Montgomery is located in the south central portion of the state.

OCCUPATION

The occupation of the Correspondence Student Population was investigated to locate occupational groups not being served by correspondence instruction programs.

Table III depicts the sub-populations within each of the twelve occupational levels. (For a description of these twelve occupational levels, refer to Appendix A.) Data is given for the total population of North Carolina and the Correspondence Student Population. No data was available for Level 12 (other) for the North Carolina population.

Figure 3 represents the percentages that the sub-population totals were of the total population of North Carolina or Correspondence Students. The figures from Level 12, Table III were not included in determining percentages. As shown, assuming that more than a 5% difference in sub-populations for a particular level depicts over- or under-representation, inequities appear several places. Level 1 (Professional, Technical and Kindred Workers) reveals an over-representation of Correspondence Students. Level 5 (Craftsmen, Foremen, and Kindred Workers) and Level 6 (Operatives, except Transport) show an under-representation of Correspondence Students.

TABLE III

POPULATION DISTRIBUTION BY OCCUPATIONAL LEVEL

Level*	Population of North Carolina			Correspondence Student Population		
	Female	Male	Total	Female	Male	Total
1	103,455	115,320	218,775	133	96	229
2	23,707	120,391	144,098	5	22	27
3	41,370	77,903	119,274	13	35	48
4	204,316	74,477	278,793	39	18	57
5	18,637	268,404	287,041	1	8	9
6	246,592	198,525	445,117	6	6	12
7	2,833	75,052	77,885	--	2	2
8	12,050	90,786	102,836	1	14	15
9	12,122	78,740	90,862	--	6	6
10	94,422	77,214	171,636	10	12	22
11	45,349	1,397	46,746	--	--	--
12	**	**	**	161	141	302
Totals	804,853	1,178,209	1,983,062	369	360	729

*See Appendix A for description of Levels. **No Data Available

FIGURE 3

PERCENTAGE OF POPULATION DISTRIBUTION BY OCCUPATION

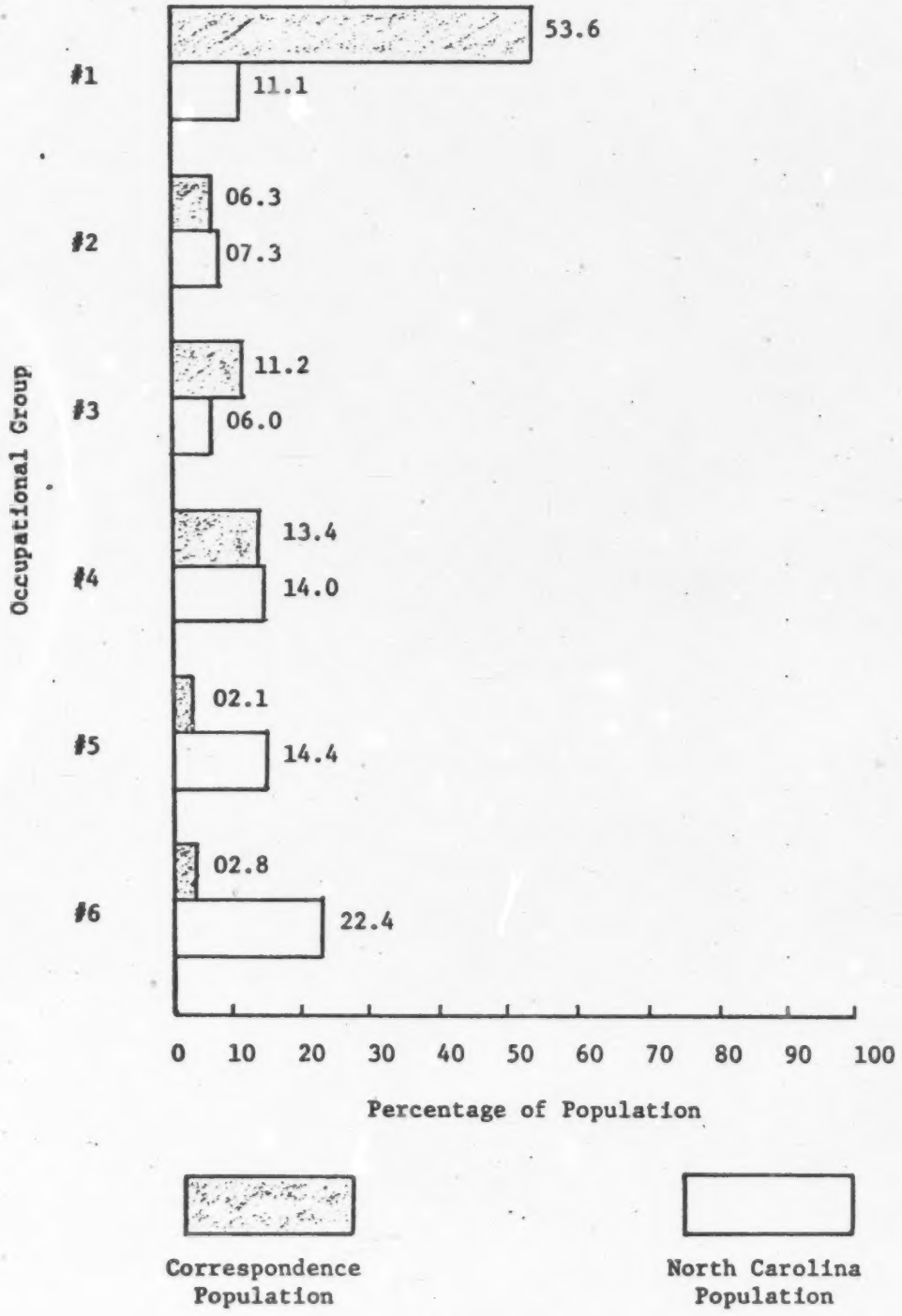
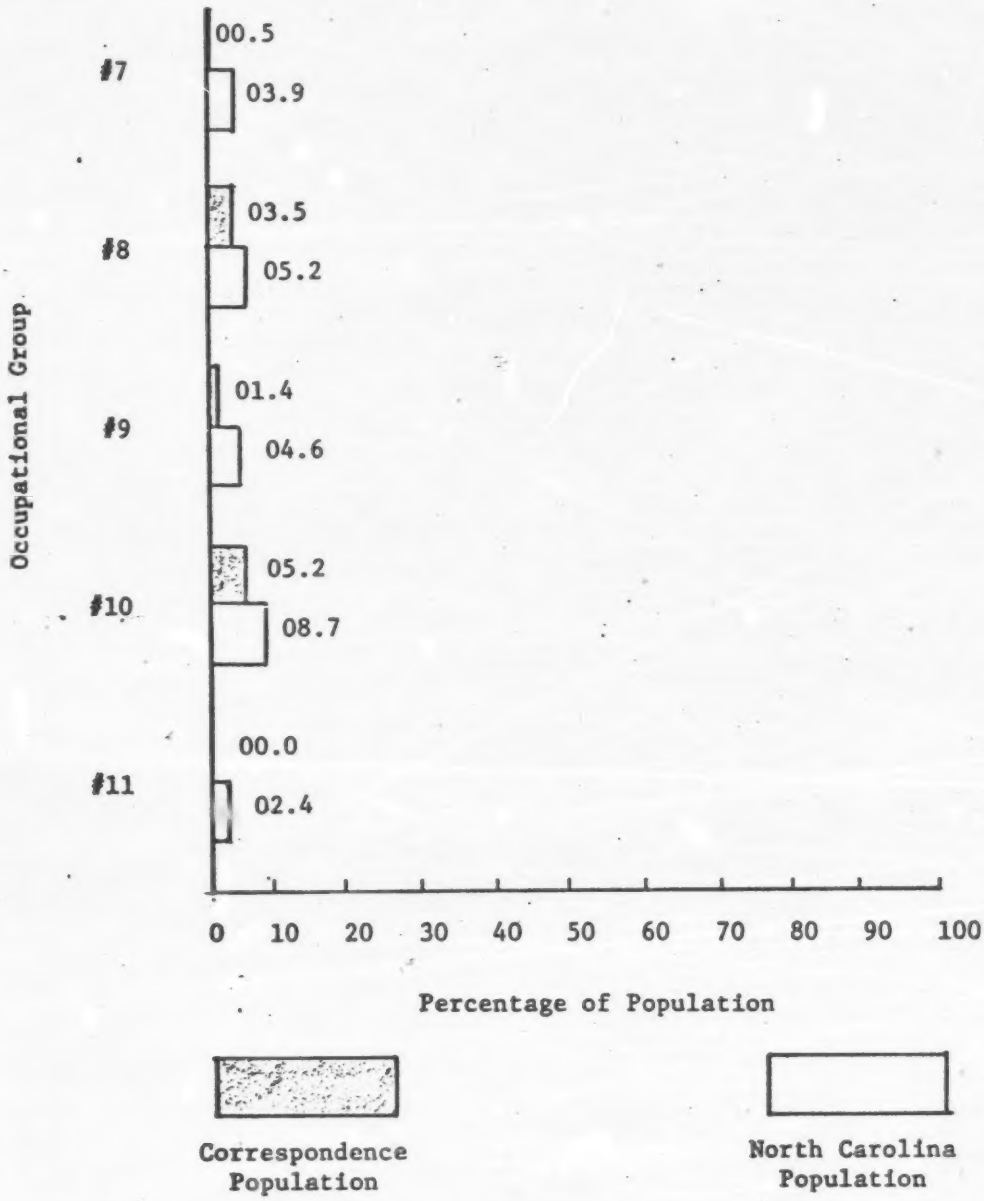


FIGURE 3 (Continued)

PERCENTAGE OF POPULATION DISTRIBUTION BY OCCUPATION



EDUCATIONAL LEVEL

The Correspondence Student Population was examined to locate the educational level of this group. The data obtained was compared to the total population of the State of North Carolina to locate educational levels not being served by the current programs of correspondence instruction.

Table IV shows the sub-population within each of the educational levels for the State of North Carolina and Correspondence Student Population. Only persons 25 years of age or older were considered for this section.

Figure 4 depicts the percentages that the sub-populations were of the total population of North Carolina or Correspondence Students. Assuming that more than a 5% variance in sub-populations within a particular educational level depicts over- or under-representation of that sub-population, all educational levels show inequities.

Persons living within the State of North Carolina who have not completed high school or who have a high school diploma were under-represented in the Correspondence Student Population. Persons living in North Carolina who have attended or are attending college, and persons with a college degree were over-represented in the Correspondence Student Population.

TABLE IV

POPULATION DISTRIBUTION BY EDUCATIONAL LEVEL

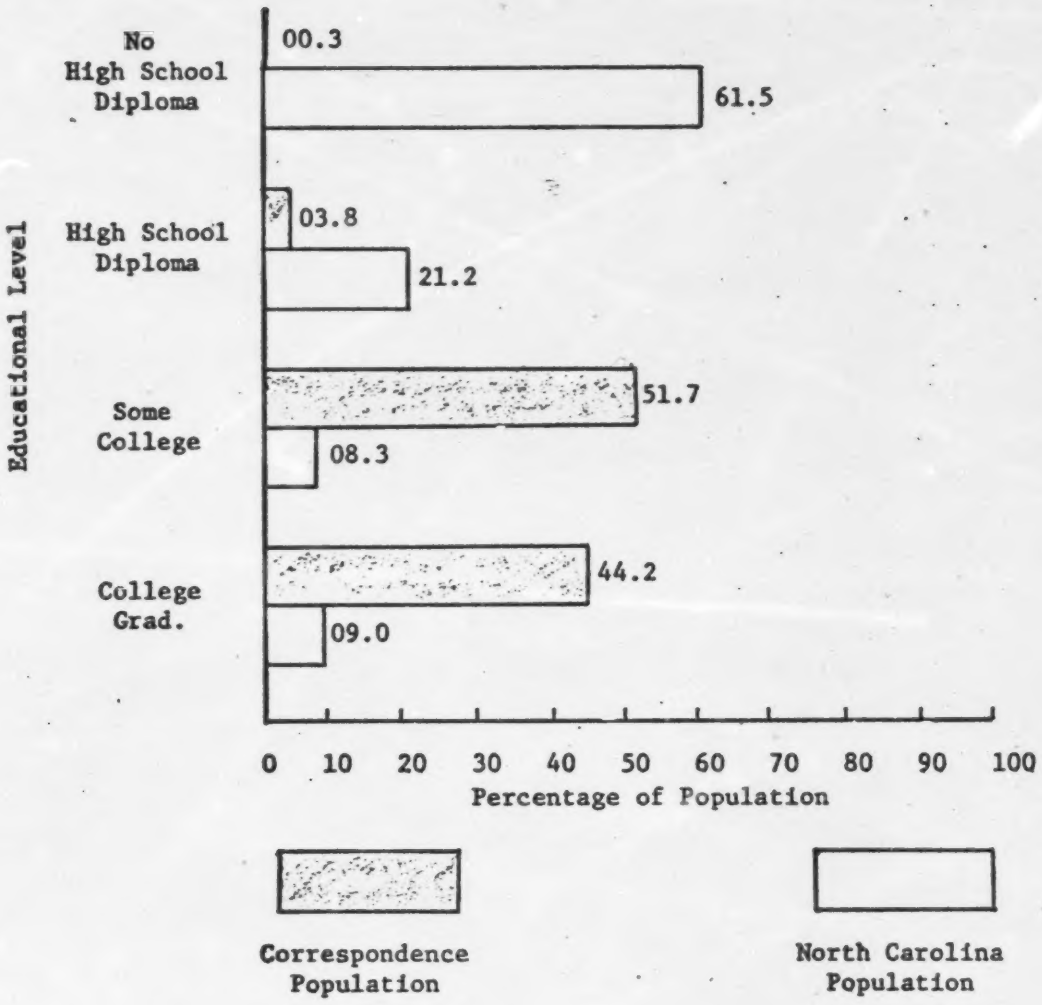
Educ. Level	Population of North Carolina* Female	Male	Total	Correspondence Student Population* Female	Male	Total
No High School Diploma	817,381	776,080	1,593,461	--	1	1
High School Diploma	324,509	225,953	550,462	9	6	15
Some College	123,688	92,402	216,090	99	102	201
College Grad.	112,253	120,651	232,904	118	54	172
Totals	1,377,831	1,215,086	2,592,917	226	163	389

* Age 25 years or older

FIGURE 4

PERCENTAGE OF POPULATION DISTRIBUTION

BY EDUCATIONAL LEVEL



SUMMARY

A study was conducted to investigate selected demographic factors of persons currently pursuing programs of correspondence instruction through the Department of Correspondence Instruction, UNC-Chapel Hill. The data gathered was compared to the population of the State of North Carolina to locate groups that were not being served by correspondence instruction.

This study determined that:

1) Residents of North Carolina between the ages of 10 to 19 and 40 and over are under-represented in correspondence instruction programs and therefore, not being served by such programs.

2) Residents of North Carolina employed as either Craftsmen, Foremen, and Kindred Workers, or Operatives, except Transport are under-represented in correspondence instruction programs and therefore, not being served by such programs.

3) Residents of North Carolina without a high school education or those with a high school diploma only are under-represented in correspondence instruction programs and therefore, not being served by such programs.

VI. RECOMMENDATIONS

Based on the results of this study as reported in Chapter V, it is recommended that:

1) The full resources of the sixteen member institutions of the University of North Carolina be utilized in a coordinated effort to better serve the various age groups, geographic areas, occupational groups and educational levels of the population of North Carolina through correspondence instruction.

2) The dissemination of information about current correspondence instruction programs be examined, and that a greater effort be made to publicize such progrmas across the State so that such information will reach under-represented populations.

3) Further investigations be made such as a longitudinal study of correspondence instruction students, to include all correspondence instruction programs conducted within this State.

4) A needs assessment be conducted within the under-represented populations to determine applicable programs of study to be offered by correspondence.

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APPENDIX A

APPENDIX A

OCCUPATIONAL LEVELS

#1 Professional, Technical, and kindred workers. Includes Nurses, Engineers, Physicians, Dentists, Health Workers, Technicians, and other Professional Workers.

#2 Managers and Administrators, except farm.

#3 Sales Workers.

#4 Clerical and kindred workers.

#5 Craftsmen, Foremen, and kindred workers. Includes Automobile Mechanics and Repairmen, Metal Craftsmen, Construction Craftsmen, and others.

#6 Operatives, except transport. Includes Durable Goods Manufacturing, Nondurable Goods Manufacturing, and Nonmanufacturing industries.

#7 Transport Equipment Operatives.

#8 Laborers, except farm.

#9 Farmers and Farm Managers, Farm Laborers and Farm Foremen.

#10 Service Workers, except private household. Includes Cleaning Service Workers, Food Service Workers, Health Service Workers, Personal Service Workers, Protective Service Workers.

OCCUPATIONAL LEVELS (Continued)

#11 Private Household Workers.

#12 Other. Includes Housewifes, Students.